

# An Exploration of Latino/Hispanic Values and Its Impact on Clinicians Interested in Providing Culturally Responsive Behavioral Health Services

**Lissette Mira-Amaya, LMSW**

Mental Health Clinician

Van Buren ISD



# LEARNING OBJECTIVES

Clinicians will increase:

- Increase skills on how to provide culturally responsive services to Latino/Hispanic populations
- Increase greater understanding of Latinos/Hispanics cultures and their values
- acculturation and other issues impacting treatment.

# LATINO(A)/ HISPANIC/ LATINX/LATINE...IS IT A RACE?

LATINX IS NOT A RACE – LATINX COME IN ALL COLORS AND MIXTURES OF PEOPLES, MOST INDIVIDUALS ARE VERY MIXED. MOST OF THE TIME THEY ARE NOT VERY AWARE OF THEIR HERITAGE.

LATINO/HISPANIC ARE ETHNICITIES – BASED IN CULTURE (TRADITIONS, BELIEVES, VALUES, ETC.).

THIS CULTURES HAVE MANY VALUES AND TRADITIONS THAT UNIFY THEM



# LATINO(A)/ HISPANIC/ LATINX/LATINE...IS IT A RACE?

THERE ARE DIFFERENT SUBCULTURES WITHIN THE LATINX POPULATION – CUBAN, MEXICAN, SPANIARDS, ARGENTINIAN, ECT.



CULTURAL NORMS IN THE US ARE BASED ON WHITE MIDDLE CLASS. THE EXPECTATION FOR LATINOS AND OTHERS FROM DIFFERENT CULTURES, IS TO CONFORM TO THOSE NORMS IN ORDER TO BELONG.





# IMPORTANT TERMS

- ▶ **HISPANIC** – EMPHASIS THE HERITAGE OF THOSE WHOSE PRIMARY LANGUAGE IN THE FAMILY WAS SPANISH, ALTHOUGH MANY LATINOS SPEAK INDIGENOUS LANGUAGES AS THEIR PRIMARY LANGUAGE – SUCH AS NAHUATL/AZTEC AND QUECHUA AN INCA LANGUAGE
- ▶ **LATINO** – EMPHASIZES THEIR LATIN AMERICAN ROOTS, ALTHOUGH IN THE USA PEOPLE FROM SPAIN ARE INCLUDED AND SOME INCLUDE BRAZILIANS.
- ▶ **LATINX** – IS NEW ALTERNATIVE TERM TO USING HISPANIC AND LATINO.
  - ▶ IT IS A GENDER AND LGBTQ+ INCLUSIVE TERM.
  - ▶ IT HAS ITS CRITICS SINCE SPANISH IS A GENDERED LANGUAGE.
  - ▶ MOST LATINOS/HISPANICS DO NOT USE THE TERM – ACCORDING TO THE PEW RESEARCH CENTER' SURVEY OF LATINO ADULTS 3/23/19: 20% DO NOT USE THE TERM LATINX, 3% USE IT, AND 76% HAD NOT HEARD THE TERM.
- ▶ **LATINE**– ELIMINATES THE “A” AND THE “O” OF MALE/FEMALE OF SPANISH, A GENDER LANGUAGE

# DEMOGRAPHICS OF LATINX IN THE U.S.

THERE ARE 62.5  
MILLION  
LATIN/HISPANICS  
IN THE U.S. IT IS  
THE LARGEST  
ETHNIC MINORITY  
IN THE COUNTRY  
(PEW 2022 )

4 IN 5 LATINOS  
ARE U.S.  
CITIZENS (PEW  
2023)

1 IN 6 ADULTS  
IN THE US ARE  
LATINX (PEW 2017)

1 OF EVERY 4  
CHILDREN ARE  
LATINX (PEW 2017)

LATINX IS A  
YOUNG  
POPULATION,  
AS OF 2021  
THE MEDIAN  
AGE OF  
LATINX WAS  
29.5 YRS  
WHILE THE  
NATIONAL  
MEDIAN WAS  
37.8 YRS.

1 IN 5 HISPANICS  
AGES 25 AND  
OLDER HAD A  
BACHELOR'S  
DEGREE OR HIGHER  
IN 2021 COMPARED  
TO 38% OF  
GENERAL  
POPULATION AS OF  
2021.

# DEMOGRAPHICS OF LATINX IN THE U.S.

IN 2020, MEXICANS WERE THE LARGEST SUBGROUP AT 61.6%, FOLLOWED BY PUERTO RICANS (9.6%), CENTRAL AMERICANS (9.3%), SOUTH AMERICANS (6.4%), OTHER HISPANIC/LATINO (5.8%), AND CUBANS (3.9%).

IN 2021, HISPANIC/LATINO RESIDENTS HAD THE HIGHEST EMPLOYMENT RATE IN THE UNITED STATES, AT 61.1%.

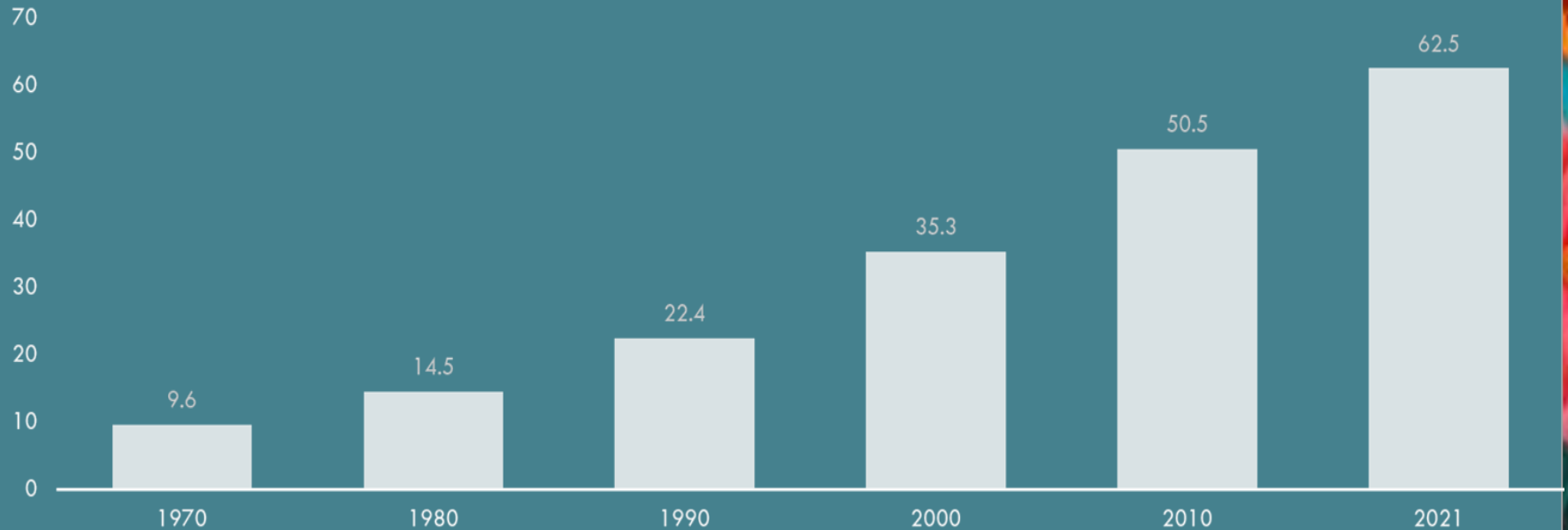
**69% LATINX OLDER THAN 16 HAD A JOB**  
(PEW 2017)

BY 2050 IT IS ESTIMATED THAT **30%** OF THE TOTAL USA POPULATION WILL BE LATINX (PEW 2017)



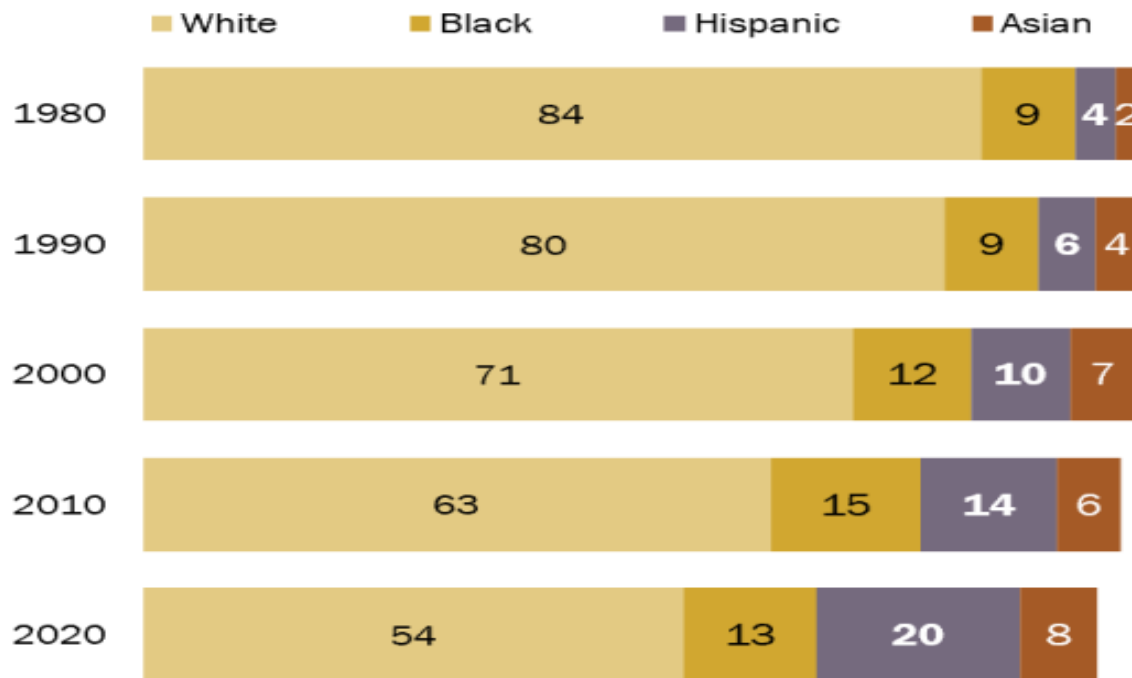
# POPULATION GROWTH OF LATINX IN THE U.S.

(In Millions according to the PEW Research Center, 2022)



## Hispanics now make up one-in-five students enrolled at postsecondary institutions in the U.S.

*% of enrolled students at U.S. higher education institutions who are ...*



Note: Enrollment includes students of all ages. Asians include Pacific Islanders. Other races (not shown) include American Indian/Alaska Native and students with two or more races.

# VALUES HELD ACROSS LATINX CULTURES

- INTERDEPENDENCE WITHIN FAMILY MEMBERS
- THE NEEDS OF THE FAMILY WEIGH MORE THAN THAT OF THE INDIVIDUAL
- STRONG ATTACHMENT TO THE NUCLEAR AND EXTENDED FAMILY
- OFTEN MULTIPLE GENERATIONS MAY LIVE TOGETHER
- INDIVIDUALS WITH DIFFERENT ABILITIES EITHER MENTAL OR PHYSICAL, AND THE ELDERLY, ARE MAINTAINED AND CARED FOR WITHIN THE FAMILY
- FAMILY ROLES ARE CLEAR, CHANGES IN ROLES CREATES CULTURAL DISSONANCE





# VALUES HELD ACROSS LATINX CULTURES

- DEVELOPING TRUSTING RELATIONSHIPS IS EXTREMELY IMPORTANT
- PERSONAL RELATIONSHIPS AND NETWORKS ARE RELIES ON AND ARE WIDE IN NATURE
- SPIRITUALITY IS IMPORTANT IN THE LIVES ON MANY LATINX. THEY PARTICIPATE IN MANY DIFFERENT RELIGIONS, ALTHOUGH THE MAJORITY ARE STILL CATHOLICS
- SPANISH AT HOME IS IMPORTANT TO MOST LATINX IMMIGRANTS, ALTHOUGH SOME SPEAK OTHER INDIGENOUS LANGUAGES AT HOME
- EXTREMELY STRONG WORK ETHIC
- HOME OWNERSHIP IS VERY IMPORTANT, IT PROVIDES A SENSE OF BELONGING TO THE COMMUNITY THEY LIVE IN



# LATINX FOOD

FOOD BRINGS CONNECTIONS TO THEIR ROOTS, CULTURAL HERITAGE, AND IDENTITY. FOOD BRINGS FAMILIES TOGETHER IN UNISON AS EATING WITH FAMILY IS VALUED IN THE LATINO CULTURE. THEREFORE, FOOD BRINGS A SENSE OF TOGETHERNESS AS IT CUES THE IMPORTANCE OF FAMILY. SOMETIMES WHEN FAMILIES DO NOT EAT TOGETHER IT MAY BE INDICATION OF FAMILY DIFFICULTIES.





# LATINX ART

ART IS IMPORTANT IN ALL LEVELS OF LATINX SOCIETY.

MANY PEOPLE ENGAGE IN DIFFERENT ARTS: PAINTING, CERAMICS, CROCHETING, DIFFERENT CRAFTS,

FRIDA KAHLO

SALVADOR DALI

PABLO PICASSO

ANA MENDIETA; CUBAN, WORKS WITH PHOTOGRAPHS OF HER OWN BODY CAMOUFLAGE IN NATURAL ENVIRONMENT. REVOLVES AROUND THE BODY, NATURE, AND THE SPIRITUAL CONNECTIONS BETWEEN THEM.



The Persistence of Memory is a 1931 painting



Girl before a Mirror  
is an oil on canvas  
painting by Pablo  
Picasso, which he  
created in 1932

The Sacrament of the Last Supper 1955



# LATINX MUSIC GENRES

SALSA

MERENGUE

BOSSA NOVA (BRAZIL)

REGGAETON

TANGO

ROCK

NORTENO

MARIACHI

RUMBA

RANCHERA

BOLERO

LATIN JAZZ

AND SO MANY MORE!!



# LATINX LANGUAGES/ACCENTS

SPANISH IS ONE LANGUAGE WITH MANY ACCENTS.



# LATINX FIRST/LAST NAMES

## WHY DO LATINX PEOPLE HAVE SO MANY LAST NAMES?

MAIDEN NAME:            LISSETTE MIRA ROSTRAN            SANCHEZ MORAZAN

LISSETTE- FIRST NAME

MIRA - PATERNAL GRANDFATHER'S LAST NAME

ROSTRAN - MATERNAL GRANDFATHER'S LAST NAME

SANCHEZ - PATERNAL GRANDMOTHER'S LAST NAME

MORAZAN - MATERNAL GRANDMOTHER'S LAST NAME

MAIDEN NAME IN USA: LISSETTE MIRA ROSTRAN

MARRIED NAME IN USA: LISSETTE MIRA-AMAYA

THE PROCESS OF LOSING LAST NAMES FEELS AS IF YOU ARE LOSING PART OF YOUR IDENTITY



# LATINX FIRST/LAST NAMES – ACTIVITY

PLEASE TAKE A COUPLE MINUTES TO WRITE YOUR NAME AS IF YOU WERE LATINX

FIRST NAME & MIDDLE NAME \_\_\_\_\_

PATERNAL GRANDFATHER'S LAST NAME \_\_\_\_\_

MATERNAL GRANDFATHER'S LAST NAME \_\_\_\_\_

PATERNAL GRANDMOTHER'S LAST NAME \_\_\_\_\_

MATERNAL GRANDMOTHER'S LAST NAME \_\_\_\_\_

# ARIA'S STORY

Ari was left with an aunt in her country of origin at the age of 6. She reunited with parents at 17 in the U.S.



# Complications

## Having two primary languages at home creates unique challenges for families

- Parents often use their children to communicate with others who speak English including doctors, law enforcement, mental health providers, teachers, school administrators etc.
- Providers also use children to communicate with parents or adults in the family. This action takes away power from the parent/adult in charge, empowering the child
- The outcome of using children as translators creates a role reversal which generates difficulties for Latino families.
- Many children perceived their parent's limited English proficiency as a reflection of their intellectual capacity
- If parents and children have two different primary languages and there is not strong common language, conversations may become limited and superficial
  - Parents tend to rely more on command language, resulting in limited meaningful conversations impacting development of more complex thinking skills



# ACCULTURATION

ACCULTURATION IS THE PROCESS OF CULTURAL AND PSYCHOLOGICAL CHANGE THAT TAKES PLACE BETWEEN TWO OR MORE CULTURAL GROUPS AND ITS INDIVIDUAL MEMBERS.

## Separation

### Marginalization

Maintains their own culture and minimize contact with new culture

Individual abandons their original culture and adopts the new cultural behaviors and values

## Assimilation

When there is an interest in adopting the behaviors and values of the new culture, still maintaining the original culture

## Integration

When it is not possible to maintain one's original culture, but because of exclusion/discrimination, it is not possible to assimilate into the new culture.

# IMMIGRANTS IN THE U.S. & ISSUES IMPACTING TREATMENT

- MANY COME AS INDIVIDUALS
- OTHERS AS FAMILIES
- MOST LEAVE FAMILY BEHIND (CHILDREN, SPOUSES, PARENTS, SIBLINGS, SIGNIFICANT OTHERS)
- MOST ARE MINORITIES FOR THE FIRST TIME OR ARE SEEN AS PEOPLE OF COLOR
- THEY HAVE BEEN SOCIALIZED THAT ECONOMIC/SOCIAL STATUS IS MORE IMPORTANT THAN COLOR
- THEY USUALLY COME WITHOUT ENGLISH SKILLS
- LEAVE THEIR SOCIAL CIRCLE AND SUPPORT SYSTEMS BEHIND
- THESE TYPE OF EXPERIENCES ARE NOT RELATED TO LEGAL STATUS

# IMMIGRANTS IN THE U.S.

MANY UNAUTHORISED IMMIGRANTS EXPERIENCE TRAUMATIC EVENTS ON THE WAY TO THE USA AND IN THE U.S.

- THEFT, RAPE, MISTREATMENT, FEAR, EXTREME TIREDNESS, HUNGER, DEHYDRATION
- GETTING LOST OR ABANDONED IN INHOSPITABLE TERRAINS
- INCARCERATION BY US AUTHORITIES AND DEPORTATIONS
- VICTIMS OF HUMAN TRAFFICKING – FORCED LABOR AND PROSTITUTION AMONG OTHERS



# UNFULFILLED DREAM

Immigrants dream of supporting themselves and sending money to support their family back home. Many times this dream does not come true for a long time

Deep disappointment in one's abilities sets in

Strong feelings of guilt for not being able to support their families

Lose contact with the people they love

Dealing with loneliness is difficult in a foreign land

## The extreme stress increase the likelihood of:

- Engaging on unhealthy habits such as substance use & abuse
- Getting involved in dependent, abusive relationships
- Dealing with a mixture of anxiety and depressive symptoms may become part of daily life

# CHALLENGES OF LIVING UNDOCUMENTED IN U.S.

- LIVE WITH THE FEAR OF POSSIBLE DEPORTATION
- FEAR OF FAMILY SEPARATION
- FEAR OF ABANDONING THEIR CHILDREN
  - WHO CAN THEY STAY WITH?
  - HOW ARE THE CHILDREN GOING TO SURVIVE?
  - WHO CAN I TRUST TO TAKE GOOD CARE OF THEM?
  - HOW CAN I COMMUNICATE WITH THEM IF...?
- CHILDREN MANY TIMES DO NOT QUITE UNDERSTAND THE FEAR THEIR PARENTS EXPERIENCE, SPECIALI IF BORN IN U.S.
- SOME PARENTS LIMIT THEIR CHILDREN'S OUTINGS, SOCIAL CONTACTS OUTSIDE THEIR SOCIAL GROUP TO PROTECT THEM. THIS CREATES TENSION WITHIN FAMILIES AS CHILDREN AMERICANIZE.
- CHILDREN COMPARE THEMSELVES TO PEERS
- IT IS VERY IMPORTANT TO DEVELOP A PLAN TO EASE THEIR ANXIETY IN CASE OF DEPORTATION



# COMMON EXPERIENCES OF UNAUTHORIZED IMMIGRANTS AS THEIR LIFE BECOMES STABLE IN THE U.S.

- THE LIFE OF THE FAMILY AND THEIR CHILDREN BECOMES MORE STABLE AS TIME PASSES
- THE YOUTH BECOME BILINGUAL, EVEN IF PARENTS ARE STILL STRUGGLING WITH ENGLISH
- CHILDREN ARE MORE AWARE OF HOW DIFFERENT SYSTEMS WORK
- PARENTS RELY ON THEIR CHILDREN TO TRANSLATE, CREATING A ROLE REVERSAL
- THIS MAY HAVE NEGATIVE CONSEQUENCES WITHIN THE FAMILY – PARENTS RELINQUISH SOME OF THEIR POWER TO THEIR CHILDREN... AND KNOWLEDGE IS POWER
- THE EDUCATIONAL LEVEL OF CHILDREN INCREASES COMPARED TO MANY PARENTS'
- OFTEN PARENTS LEARN THAT THEY SHOULD BE PAID AT LEAST MINIMUM WAGE
- PARENTS HAVE A STEADY INCOME



# ADJUSTING TO A NEW LIFE IN THE U.S. – CLINICIANS NEED TO KNOW

- HELP THEM DEVELOP A SUPPORT SYSTEM IN THEIR NEW HOME.
- CONNECT THEM TO AGENCIES THAT ADDRESS THE NEEDS OF THE LATINX COMMUNITIES
- HELP THEM RECOGNIZE THE SKILLS THEY ALREADY HAVE
- TO RECALL THE EXPERIENCES, KNOWLEDGE AND STRENGTHS THAT WILL HELP THEM MANAGE THEIR LIVES IN THE U.S.
- KEEP CONNECTION TO THE PEOPLE THEY LOVE IN THEIR COUNTRY OF ORIGIN, AND CONNECT THE NEW GENERATIONS TO CULTURE AND FAMILY
- TAKE ENGLISH CLASSES TO GET FAMILIAR WITH THE LANGUAGE, THE NEW CULTURE AND HAVE THE ABILITY TO MAKE CONTACT WITH ENGLISH SPEAKERS
- GET TO KNOW LATINX LEADERS IN THE COMMUNITY
- ENCOURAGE THEM TO VOLUNTEER IN ACTIVITIES THEY ENJOY. SHARE THEIR TALENTS, KNOWLEDGE AND EXPERIENCES THAT MAY HELP OTHERS
- THE GREATER THEIR SUPPORT SYSTEM BECOMES, THE MORE INTEGRATED AND ACTIVE IN THEIR OWN COMMUNITY... THE EASIER IT BECOMES TO BE WELL ADJUSTED TO THEIR NEW ENVIRONMENT

# Assessment & Clinical Issues Impacting Latinos

**When doing an assessment look carefully at the following:**

- What are the values, experiences and beliefs shaping their world view (understand the whole person/family, not just the illness, distress, and/or dysfunction)
- What are their views on illness/sickness (the concept of illness may be connected to spirituality (“*espíritus malos*” – bad spirits, illness could be perceived as a punishment for sinful acts etc.)
- Most Latinos believe in western medicine & simultaneously use traditional methods of healing (prayer, use of remedies like bathing in special herbs to cleanse the body of illness, use of herbal ointments, natural oils etc.)

# CULTURAL HUMILITY – BE PART OF THE SOLUTION

AS CLINICIANS YOU HAVE THE POWER TO SUPPORT LATINX INDIVIDUALS FEEL WELCOMED AND ENGAGED IN THE COMMUNITY

- TALK ABOUT THEIR CULTURE WITH WONDER AND DISCUSS HOW INTERESTING DIFFERENT WAYS OF LIFE ARE... EMPHASIS NOT BETTER, NOT WORSE, JUST DIFFERENT
- AVOID MAKING GENERALIZATIONS ABOUT PEOPLE... REMEMBER THAT JUST BECAUSE A PERSON DOES NOT SPEAK ENGLISH IT DOES NOT MAKE THEM LESS INTELLIGENT AND CAPABLE... ENSURE ALL ARE AWARE OF THAT CONCEPT
- KEEP IN MIND THAT YOU HAVE SKILLS... YOU ALREADY DEAL WITH PEOPLE NEEDING MULTIPLE SUPPORTS: PHYSICAL, EMOTIONAL, HELP BREAK THE BARRIERS THEY ARE TRYING TO OVERCOME. YOU PROBABLY HAVE CLIENTS OF MULTIPLE RACES, CULTURES AND LANGUAGES
- COMMUNICATE WITH GENUINENESS AND BE THERE CONSISTENTLY AND THEY WILL LEARN TO TRUST YOU



# CULTURAL HUMILITY – BE PART OF THE SOLUTION

- DISCOVER THEIR PERSONAL INTEREST, LIKES AND DISLIKES AND ENGAGE!
- PROVIDE THEM A LISTENING EAR AND A SENSE OF BELONGING
- LEARN ABOUT THE CULTURE AND HOME LIFE, REMEMBER HOW IMPORTANT FAMILY IS TO LATINX.
- USE VALIDATING AND CULTURAL AFFIRMING STATEMENTS
- BE AS NON JUDGMENTAL AS POSSIBLE – BE AWARE OF YOUR OWN EMOTIONAL REACTIONS TO CULTURAL DIFFERENCES... QUESTION YOURSELF, BECOME CURIOUS.
- BE GENUINE, ASK WHEN YOU ARE CONFUSED ABOUT SOMETHING
- IF YOU SEE CHILDREN AND YOUTH, REMEMBER THEY NEED POSITIVE CONNECTIONS OUTSIDE OF SCHOOL, EXTRA CURRICULAR ACTIVITIES... CONNECT THEM AS MUCH AS POSSIBLE, AND REMEMBER THEY ARE MANEUVERING TWO CULTURES; AND MANY PARENTS WHO MAY NO BE COMFORTABLE WITH THEM BEING AWAY FROM

HOME

# CULTURAL HUMILITY – BE PART OF THE SOLUTION

HISPANIC HERITAGE MONTH – SEPTEMBER 15–OCTOBER 15TH –DO SOMETHING TO CELEBRATE IT

READ AND INVESTIGATE HISPANIC AND LATINX LITERATURE

RECOGNIZE AND CELEBRATE HISPANIC AND LATINX HEROES

CELEBRATE THROUGH MUSIC EXPLORATION

RECOGNIZE AND CELEBRATE LATINX SCIENTIST

RECOGNIZE AND CELEBRATE LATINX ART

PLAY CULTURALLY APPROPRIATE GAMES

[NATIONAL EDUCATION ASSOCIATION:](#) INCLUDES LESSONS, ACTIVITIES, VIDEOS AND MORE!

[CULTURALLYRESPONSIVE.ORG:](#) RESOURCES FOR CULTURALLY RESPONSIVE TEACHING

# CULTURALLY RESPONSIVE PRACTICES FOR LATINX

- Do not believe that physical closeness is necessarily friendship or relationship closeness... in general Latinx tend to feel comfortable with less personal space
- Genuineness in verbal communication varies depending on the individual's culture... to be polite some are direct and others are indirect.
- Different cultures also have different ways of conversing... some interrupt to make their point, this is true among many latinx, this can be perceived as rude, when it may be excitement on the topic.



# CULTURALLY RESPONSIVE PRACTICES FOR LATINX

- Pay attention to the tone of verbal communication... what is cultural acceptable? Loudness and expressiveness can be perceived as dramatic when the person is being culturally genuine
- Lowered gage or lack of eye contact when talking with Latinx person may be a sign of respect
- Be aware that Latinx in general have a relative sense of time (around...). In the US time is more defined (start & end). It is no to excuse lateness, but to understand and reinforce timeliness with empathy

# REFERENCES

- ▶ ESCOBAR-GALVEZ, I., YANOURI, L., HERRERA, C. N., CALLAHAN, J. L., RUGGERO, C. J., & CICERO, D. (2023). INTERGENERATIONAL DIFFERENCES IN BARRIERS THAT IMPEDE MENTAL HEALTH SERVICE USE AMONG LATINOS. PRACTICE INNOVATIONS, 8(2), 116.
- ▶ PEW RESEARCH CENTER. (2022, SEPTEMBER 23). *FACTS ABOUT U.S. LATINOS FOR HISPANIC HERITAGE MONTH* / PEW RESEARCH CENTER. [HTTPS://WWW.PEWRESEARCH.ORG/SHORT-READS/2022/09/23/KEY-FACTS-ABOUT-U-S-LATINOS-FOR-NATIONAL-HISPANIC-HERITAGE-MONTH/](https://www.pewresearch.org/short-reads/2022/09/23/key-facts-about-u-s-latynos-for-national-hispanic-heritage-month/)
- ▶ RAMOS, P. (2020). FINDING LATINX: IN SEARCH OF THE VOICES REDEFINING LATINO IDENTITY. VINTAGE BOOKS, A DIVISION OF PENGUIN RANDOM HOUSE LLC.

# REFERENCES

- ADMIN. (2023, APRIL 26). *BALANCING FAMILY TRADITION AND POSITIVE FOOD LANGUAGE IN LATINO COMMUNITIES*. YUMLISH.  
[HTTPS://YUMLISH.COM/FAMILY-TRADITION-FOOD-POSITIVITY-LANGUAGE-LATINO-COMMUNITIES/#:~:TEXT=IMPORTANCE%20OF%20FAMILY%20AND%20FOOD%20IN%20LATIN%20CULTURE&TEXT=IT%20BRINGS%20CONNECTIONS%20TO%20THEIR,CUES%20THE%20IMPORTANCE%20OF%20FAMILY](https://yumlish.com/family-tradition-food-positivity-language-latino-communities/#:~:text=Importance%20of%20family%20and%20food%20in%20Latin%20culture&text=It%20brings%20connections%20to%20their,cues%20the%20importance%20of%20family)
- CULTURALLY AND LINGUISTICALLY RESPONSIVE TEACHING AND LEARNING, SHAROKY HOLLIE, 2018
- [\*Latinos in the U.S. | Data on U.S. Hispanics | Pew Research\*](#)
- [\*American Psychiatry Association|Culture Bound Syndrome\*](#)
- [\*Mental Health America\*](#)
- **Assessing and Treating Culturally Diverse Clients: A Practical Guide**, 2<sup>nd</sup> Edition by Freddy A. Paniagua
- ADMIN. (2023, APRIL 26). *Balancing family tradition and positive food language in Latino communities*. Yumlish.
- Culturally and Linguistically responsive teaching and learning, Sharoky Hollie, 2018



The background of the slide is a vibrant, abstract pattern of colorful flowers in shades of pink, orange, yellow, and blue. The flowers are stylized and layered, creating a rich, textured effect.

# QUESTIONS?

# THANK YOU!

# QUESTIONS?

## CONTACT INFORMATION

Lisette Mira-Amaya, LMSW  
Mental Health Clinician

[lmira-amaya@vbisd.org](mailto:lmira-amaya@vbisd.org)

Bloomington Public School

Office: 269-520-7248

Cell: 269-929-7084